Leadership is usually discussed as an aspect of management within business training. It is increasingly regarded as an essential feature of educational training, as exemplified by an academic cluster in my own university in KwaZulu-Natal where educational leadership and management are its core business. Similarly adult education degree courses in Africa often include management, leadership and supervision as features of their core curriculum. But Adult education books from the African continent are still a rarity and African publications on leadership even more so. Although the well regarded African Perspectives in Adult Learning series published by UNESCO, Pearson and the German International Adult Education organisation, DVV, during the early part of this millennium catered for a gap in the market, it did not specifically address the issue of leadership in adult education. Indeed there has hardly been an adult education-specific text on this topic since Jerold Apps’s publication in 1994 titled Leadership for an Emerging Age, published by Jossey Bass. Nevertheless, there have been efforts to contribute to leadership development on the African continent by such funders as the Kellogg Foundation; and, as my own publication in 2013 indicated (Preece, 2013), the nature of leadership in adult education contexts remains an ongoing concern.

This book, therefore, is a timely contribution to an under-researched field, particularly on the African continent. Prof Modise has managed to secure a wide range of authors, most of whom are from Africa and many of whom have worked in more than one African country. We thus have representation from Botswana, Malawi, Nigeria, Uganda, Lesotho Sierra Leone and Zimbabwe as well as one chapter from America and one from Spanish speaking Europe. Leadership concerns are wide ranging and reflect the diverse and multifaceted nature of adult education. Leadership is discussed as a classroom practice, in terms of management at program level, and development at national level. Other practical examples include discussions of leading farmers associations for agricultural development, leadership as supervision and human resource development, leadership in university-community engagement, leadership in non-governmental organizations, and leadership as continuing educa-
tion practice. What they all share in common is a practitioner-based approach to the realities of leadership development at the grass-roots or coal-face.

This book is not about the theory of leadership, although different theoretical perspectives are included in different case examples. Instead it provides social reality situations whereby leadership in the field is discussed and explained, with reflections on what worked and what did not work. Most importantly nearly all the examples reflect African contexts, with the added opportunity to compare one European and one American case, so the book is international as well as representing voices from a part of the world which is often neglected. The cases show the diversity of leadership contexts and how leadership plays a core role in adult education. Prof Modise has done well to secure such a range of authors to talk about a neglected topic and the book will be of value to practitioners as well as academics.

*Julia Preece*

*University of KwaZulu-Natal, South Africa*

*Julia Preece is professor of adult education at the University of KwaZulu-Natal in South Africa. Of British origin, she has lived and worked in Botswana, Lesotho and South Africa since the year 2000 and her research activities have also included partners in Uganda, Nigeria and Malawi. She has published extensively in the field of adult education, lifelong learning and community engagement, including a 2009 monograph titled Lifelong Learning and Development: A Southern Perspective (published by Continuum) and a 2012 co-edited book titled Community Engagement in African Universities (published by NIACE). Research relating to leadership includes a recent National Research Foundation funded community engagement study in South Africa which explored the role of adaptive leadership in community engagement.*

**REFERENCE**